

History–Social Science Framework Second Field Review Draft
Approved by the Instructional Quality Commission November 20, 2015

Chapter 4

Grade One – A Child’s Place in Time and Space

- Who is responsible for enforcing the rules? What are the consequences if

people choose to break these rules? ~~are broken?~~

- What is our community like?
- How is our life different from those who lived in the past and how is it the same?
- How do many different people make one nation?

Students in the first grade are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people.

They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students’ expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology. Students also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Students also begin to develop economic and financial literacy as they learn about work ~~both~~ in school, in the home, and outside the home and the exchange of goods and services for money. Students increase their knowledge of cost-benefit analysis by recognizing that choices have consequences. Teachers should also work collaboratively with their

colleagues who teach kindergarten and grades two and three to avoid repetition, as the content themes they begin in kindergarten, such as understanding of and appreciation for American culture and government, geographic awareness, and starting in grade one, economic reasoning, serve as a multi-grade strand that can allow for an extended and relatively in-depth course of study.

The Rights and Responsibilities of Citizenship

Students learn about the values of fair play and good sportsmanship, respect for the rights and opinions of others, and build on their understanding of respect for rules by which we all must live. Students can discuss the class rules and understand how they developed. They can also consider the questions: **Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules? ~~these rules are broken?~~** Emphasis should be placed on having the students solve the social problems and decision-making dilemmas that naturally arise in the classroom; for example, problems in sharing scarce classroom resources ~~supplies~~, bullying students perceived as different, or in deciding how best to proceed on a group project when a dilemma arises. In using this approach, students will learn that problems are a normal and recurring feature of social life and that they have the capacity to examine and solve problems using informed decision-making processes.

Teachers can also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young students, such as Paul Galdone's *The Monkey and the Crocodile*, Lenny Hort's

45 *The Boy Who Held Back the Sea*, and Francisco Jimenez' *La Mariposa*. Through
46 listening to these stories and through the discussions and writing activities that
47 follow, students gain deeper understandings of individual rights and responsibility
48 as well as social behavior. Throughout these lessons the teacher's purpose is to
49 help students develop those civic values that are important in a democratic
50 society. Practicing democratic processes in the classroom helps students learn
51 content and develop social responsibility. In addition, teachers can stress the
52 importance of informed decision making. Students can ~~again~~ be given jobs in the
53 classroom and teachers can emphasize that their main job as a student is to
54 develop their skills and knowledge. .

55 Teachers may illustrate a direct democracy and a representative democracy
56 by demonstrating how these work in the classroom setting. To teach about a
57 direct democracy, all students can vote on classroom decisions such as which
58 game will be played on a rainy day or which type of math manipulative will be
59 used to build patterns. The class may vote using different methods (for example,
60 raising hands or casting secret ballots) then discuss and reflect upon the process
61 and the outcome. Was it important to have everyone vote? The teacher should
62 ensure that students understand that everyone had a direct voice in the decision.
63 Allowing students to select classroom leaders or table leaders who will then
64 make classroom decisions is a way to explicitly model a representative
65 democracy. The advantages and disadvantages of these two models can then be
66 discussed with the students to help them develop a beginning understanding of
67 citizenship and government.

Geography of the Community

Students' growing sense of place and spatial relationships make possible important new geographic learning in grade one. To develop geographic literacy, teachers can build on students' sense of their neighborhood and the places students regularly go to in order to shop, play, and visit. Students demonstrate their emerging spatial concepts and skills by making a map of their neighborhood, town, and county and then labeling a map with California, the United States, the continents, and oceans, in response to the question, **What is our community like?** Books such as *Me on the Map* by Joan Sweeney and *Maps and Globes* by Jack Knowlton may be used to teach students about cartography as well as build conceptual knowledge of community, city, state, country, continent, and world.

Students may construct a three-dimensional floor or table map of their immediate geographic region. Such an activity helps develop students' observational skills and spatial relationships and teaches the concepts of absolute and relative locations of people and places. Comparing the floor or table map to a picture map of this same region will help students make the connections between geographic features in the field, three-dimensional models of this region, and two-dimensional pictures or symbolic maps. Students should observe that the picture-symbol map "tells the same story" as the floor model but does so at a smaller scale. The picture-symbol map can also be hung upright without changing the spatial arrangement of these features and without altering

their relationships to one another; for example, the supermarket is still north of the post office. These critical understandings are important in developing reading and interpretation skills with maps.

Finally, students learn how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. Students may engage in collaborative conversations with classmates as they gather evidence about the way people live in different environments by inspecting primary source photographs depicting lifestyles in different parts of the world. Informational books such as *Children Just Like Me*, by Anabel Kindersley and Barnabas Kindersley, *One World, One Day*, by Barbara Kerley, *Houses and Homes*, Ann Morris, and *People Everywhere*, by Paul Humphrey, allow students to observe people from around the world, and to draw conclusions about the effects of the physical environment on ways of living. Teachers may connect the learning about the interactions between the environment and people to Standards 1.5 and 1.6.

Studying a map of California and discussing places where people live leads students to analyze how location, weather, and the physical environment affect where and why people settle in an area. As they explore places where Californians live students focus on the fact that human communities are generally located in close proximity to the natural systems that provide the goods and ecosystem services upon which humans depend (California Environmental Principle I). Moreover, student reflection on human populations and their consumption rates, and the expansion and operation of human communities

builds students' understanding of the influence of these activities on the geographic extent and viability of natural systems (California Environmental Principle II, EEI Curriculum Unit People and Places: Then and Now 1.2.4).

Symbols, Icons, and Traditions of the United States

First grade students deepen their understanding of national identity and cultural literacy by learning about national and state symbols (Standard 1.3). Students learn to recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "You're a Grand Old Flag"). As students participate in shared inquiry, they begin to understand the significance of national holidays and the achievements of the people associated with them. They also learn to identify and understand American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people, ideas, and events associated with them. Teachers should focus on how these symbols provide a sense of identity for Americans and a sense of community across time and space. Informational texts and literature such as Deborah Kent's *Lincoln Memorial*, Ann McGovern's *The Pilgrim's First Thanksgiving*, Lucille Recht Penner's *The Statue of Liberty*, and Patricia Ryon Quiri's *The National Anthem*, may be used to answer questions such as, "What are some important symbols of the United States and why are they important?" Students might create a class "big book" of important national symbols writing informational/explanatory or opinion pieces about these symbols. Teachers may also read to students *The Wall*, by Eve Bunting, which helps them

to understand the symbolic nature of monuments and how they represent civic values.

Life Today and Long Ago

In Standard 1.4, students learn about times past and with an emphasis on continuity and change. The focus is to compare different times and different places and how certain aspects of life change over time while some things stay the same. Schools, communities, and transportation of the past provide areas of study that students are familiar with in the present. Teachers can also examine such areas as work, clothing, games, and holidays to compare with the students' lives today, using the frame, **How is our life different from the past and how is it the same?** Informational books and stories, such as *My Great Aunt Arizona* by Gloria Houston, can help students develop historical empathy and understand life in the past. Primary sources can be introduced by using photographs (and videos or artifacts) of schools, transportation, and clothing.

Grade One Classroom Example: Schools in the Past and Today

(Integrated ELA/Literacy and History)

Learning Target: Children will write an informative/explanatory text about how schools in the past were the same and different than schools today, supplying details and evidence from multiple sources.

Miss Pham's first grade students are exploring the concept of continuity and change by participating in shared research around the following questions: How

are schools from long ago the same as today? How are they different? First, the students are prompted to return to the “bird-eye view map” of the classroom as well as the timelines of the school day that they created as part of earlier social studies units. The students are prompted to review these documents and discuss what school is like for them, today, in their classroom.

Students analyze several primary source photographs of schools from the late 1800s accessed from the Library of Congress, read an informational book, *Schools: Then and Now* by Robin Nelson, and participate in a read aloud of the picture book, *My Great-Aunt Arizona* by Gloria Houston and Susan Condie Lamb.

Miss Pham asks text-dependent questions of key details to guide the children’s comprehension and critical analysis of the photographs and texts. In addition, Miss Pham does another read of *Schools: Then and Now*, drawing the students’ attention to the text features such as photographs, captions, and the index.

Using a whole class graphic organizer to take notes, Miss Pham and her students return to the photographs and texts to chart information about schools long ago. The students then write down what school is like today.

Students work in small groups, discussing examples and evidence of things that are the same and different about schools in the past. Students are provided with a sentence frames while discussing the sources. Then Miss Pham charts the students’ answers on the graphic organizer before asking the students to write a

brief informational/explanatory text using the sentence frames.

Sample Sentence Frames

- “I see _____ in the photograph. This is the same as today.”
- “One thing about school that is the same is _____. My evidence is _____.”
- One thing that is different is _____. I think that because _____.”

CA HSS Standards: 1.4.1

CA HSS Analysis Skills (K–5): Chronological and Spatial Thinking 3

CA CCSS for ELA/Literacy: RI.1.1, 5, 7, 9, W.1.2, 8, SL.1.1, 2

CA ELD Standards: ELD.PI.1.1, 6, 10

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153 **Cultural Literacy: One Nation, Many People**

154 This standard focuses on the people from many places, cultures, and
155 religions who live in the United States and who have contributed to its richness.
156 Through stories of today as well as folktales and legends, students discover the
157 many ways in which people, families, and cultural groups are alike despite their
158 varied ancestry. Teachers can employ the question, **How do so many different**
159 **people make one nation?** using quality literature such as *Everybody Cooks*
160 *Rice* by Norah Dooley, *Whoever You Are* by Mem Fox, and Cinderella stories for
161 multiple cultures, such as *Jouanah: A Hmong Cinderella* by Jewell Reinhart
162 Coburn and Tzexa Cherta Lee, to teach and reinforce these concepts.

In developing this unit of study, teachers draw first from the rich fund of literature and folklore from those cultures represented among the families in the classroom and school. Then, as time allows, teachers can introduce literature from other cultures for comparison, emphasizing on how American Indians and immigrants have helped to define California and America. Throughout this unit, opportunities for students to discuss and dramatize these stories and analyze what these stories tell about the culture are critical. Understanding similarities and differences of people from various cultural backgrounds allows students to have increased awareness of the beliefs, customs, and traditions of others.

Economics: Goods and Services

In Standard 1.6, students acquire a beginning understanding of economics and personal finance; for example, the use of money to purchase goods and services, and of the specialized work that people do to manufacture, transport, and market such goods and services. Students learn that producers provide products in exchange for money and consumers pay money in exchange for products. Students can make a list of different jobs that workers have in their community and the skills that are required to do those jobs.

~~People exchange money for the goods and services they want and because~~
Because money is limited, people make choices about how to spend their money. ~~Even first~~ First grade students can understand what *budgets* are. ~~, and study how people plan their spending as~~ As a foundation for later instruction in financial literacy, students study how people plan their spending. Students can

186 [be introduced to the concept of interest as a reward to people who lend money.](#) -

187 This standard can be taught in conjunction with, or build upon the geographic
188 exploration of the neighborhood and community. Students at this age level learn
189 that the place where they live is interconnected with the wider world. This may
190 include a focus on the trucks and railroad lines that bring products to this
191 neighborhood for eventual sale in its stores; to an industrial region, near or far
192 away, producing one or more needed products, such as bricks and building
193 materials for new home construction or clothing for the stores; and to the airport
194 or regional harbor that links this place with producers, suppliers, and families
195 throughout the world.

196 Students can continue their development of analytical skills by identifying the
197 costs of their decisions. They should recognize that a cost is what is given up in
198 gaining something. This fits with the economic concept of exchange. When
199 students trade, they gain something and they give something up. What they give
200 up is the cost of the choice. It should be emphasized that every choice has a cost
201 (a simple example is the story of the three little pigs, where two of the pigs give
202 up safety for play).

203 At the same time students may enjoy informational books and literature that
204 brings these activities alive and that builds sensitivity toward the many people
205 who work together to get their jobs done. Stories such as *The Tortilla Factory* by
206 Gary Paulsen illustrate the values of compassion, working together, and

207 perseverance. [as the book introduces students to different types of resources](#)
208 [such as land, physical capital, and human capital.](#)

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